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ABSTRACT

Abstracts are presented of twelve presentations made at the March 1982 National Convention of the American Camping Association: (1) the operations and environment of a summer residential camp serving individuals with disabilities, and the relationships among staff members' perceptions of the organizational climate, acceptance of self, acceptance of others, and cohesiveness; (2) self-concept change in young adults as a result of their employment in an organized summer camp; (3) the economic impact of childrens' camps in Massachusetts; (4) long range planning and marketing research for nonprofit or commercial camps; (5) disease incidence at a summer resident camp; (6) the effects of high adventure activities on adolescent self concept; (7) the effects of instructional strategies on the acquisition of knowledge and skill in outdoor pursuits; (8) an assessment and guide to adventure oriented programs in organized camp settings; (9) guidelines for integrating mentally retarded persons into regular day and residential camps; (10) outdoor education programs for gifted elementary and secondary students; (11) personal needs of resident summer camp staff members; and (12) using qualitative research to evaluate the summer experiences of camp staff. (JD)

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"What's New in Camping Research?"

Abstracts

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American Camping Association

National Convention

New York City

March 1-6, 1982

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Abstracts
"What's New in Camping Research"

1982 American Camping Association Convention
New York City
March 1 - 6

Compiled by: Karla A. Henderson, Ph.D.
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"What's New in Camping Research"

Thursday, March 4 3:30 - 5:30 p.m.

Moderator Karla A. Henderson, University of Wisconsin-Madison

"Towards a Realization of a Forgotten Dream" (1-3)
(Staff Development Training)
Dr. Jeffrey Glick, Assistant Professor
Therapeutic Recreation
School of HPER
University of Northern Iowa
Cedar Falls, IA 50613

"Self-Concept Change in Camp Staff" (4-5)
Dr. Karla A. Henderson, Assistant Professor
Recreation and Leisure Education
208 Ag Hall
University of Wisconsin
Madison, WI 53706

M. Deborah Bialeschki, Project Assistant
Recreation Resource Center
1815 University Avenue
University of Wisconsin-Extension
Madison, WI 53706

"The Economic Impact of Children's Camps in Massachusetts" (6-7)
Dr. Lawrence R. Klar, Jr.
Associate Professor
Leisure Studies and Resources
University of Massachusetts
Amherst, MA 01003-0069

Dr. William E. Randall
Professor
Leisure Studies and Resources
University of Massachusetts
Amherst, MA 01003-0069

"Long Range Planning: How Marketing Research Can Help" (8)
Richard B. Morrison
Associate Professor
Recreation and Leisure Studies Department
Northeastern University
Boston, MA 02115

"A Study of Illness Patterns In a Summer Resident Camp" (9)
Stephen Schwartz, Ph.D.
Assistant Professor of Physical Education and Recreation
State College of New York at Buffalo
102 Ponderosa Drive
Williamsville, NY 14221

Friday, March 5 - 8:30-10:30 a.m.

Moderator: M. Deborah Bialeschki and Karla Henderson

"The Effects of High Adventure Activities on Adolescent Self-Concept" (10-11)
Alan N. Wright
Recreation and Parks Department
Pennsylvania State University
University Park, PA 16802

"Effects of Instructional Stategies on the Acquisition of Knowledge and Skill in Outdoor Pursuits" (12-13)
Dr. Anderson Briggs Young
Assistant Professor of Recreation Education
State University of New York
Cortland, NY 13045

"Adventure Oriented Programs in Organized Camp Settings: An Assessment and Guide" (14)
Thomas Kettelkamp
Department of Leisure Studies
104 Huff Gymnasium
1206 South Fourth Street
Champaign, IL 61820

Dr. James Absher
Assistant Professor
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"Guidelines for Integrating Mentally Retarded Persons into Regular Day and Residential Camps" (15)
Dempsey L. Hensley, Ed.D.
Leisure Services Department
Ferrum College
Ferrum, VA 24088

"Outdoor Education Programs Provided for Gifted Elementary and Secondary School Children" (16)
Ms. Liz Griffin
Ithaca College
Dept. of HPER
Ithaca, NY 14850

Alternate: "Personal Needs of Resident Summer Camp Staff" (17)
Gordon J. Hay, Jr.
Western Illinois University
MaComb, IL 61455

Alternate: "Using Qualitative Techniques for Camp Staff Evaluation" (18-19)

Dr. Karla A. Henderson
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"Towards Realization of a Forgotten Dream"

Statement of Purpose

The purpose of this study was threefold: to depict the environment of a summer residential camp serving individuals with disabilities; to chronicle the operations of the camp (i.e., program activities. procedures, clientele characteristics, critical incidents and evaluative instruments); and to describe the relationships between staff members' perceptions of organizational climate, acceptance of self, acceptance of others and cohesiveness.

Methods and Techniques Used

Camp Daddy Allen, an organized summer residential camp serving individuals with disabilities, was the subject of this study. A general depiction and description of Daddy Allen during the 1980 camp season was obtained from the following primary sources: Camp Director's Seasonal Report and Daily Log, Water Safety Instructor's Log, and the Infirmary Session Summaries. A narrative of the total camp program describing the various programs, and operations as well as procedures used in facilitating daily and weekly events, was developed from the above-mentioned sources.

The third purpose, that of describing the relationships between staff members' perceptions of organizational climate, acceptance of self, acceptance

of others and cohesiveness was addressed. Data were collected to describe the relationships of first year staff perceptions (n=27) at pre- and post test periods (eight-week interval). The following instruments were used to analyze the staff perceptions: Profile of Organizational Characteristics, Berger Questionnaire and Profile of Conflict Characteristics.

Various statistical procedures were utilized in the analysis of the obtained data. Frequency analyses were made of demographic data to create a staff profile. Measures of central tendency were calculated for organizational climate acceptance of self and others and cohesiveness. Correlated t-tests of significance were applied to the mean pre- and post test scores of these variables. Correlation matrices were generated to obtain Pearson-product moment correlations between the variables at both test periods. A stepwise regression analysis was applied to account for the variance in cohesiveness by the independent variables, organizational climate, acceptance of self and others.

Summary of Results and Conclusions:

The results of this study are as follows:

1. A series of critical incidents occurred which had unknown effects on the decentralized operation of the camp program.

2. Significant differences were obtained between staff's pre- and post perceptions of organizational climate (consultative to a benevolent/authoritarian-consultative hybrid).

3. No significant differences were found between staffs' pre- and post perceptions of acceptance of self and others as they were within the normative range.

4. Significant differences were obtained between staffs' pre- and post perceptions of cohesiveness as indicated by conflict characteristics changing from that of a consultative organization to a benevolent-authoritarian one.

5. Moderate pre-test relationships were obtained between organizational climate, acceptance of self and others, and cohesiveness. Strong post-test relationships were obtained among those variables. A significant amount of variance in staffs' perceptions of cohesiveness can be explained by the combined effects of organizational climate and acceptance of self and others.

Based on these results, the following conclusions were reached:

1. The organized summer residential camp affords the human service professional an opportunity to develop skills in: observation and evaluation, activity leadership, activities of daily living, participation in community responsibilities.

2. The camp administrative processes, specifically decision-making, influences the cohesiveness of staff as a function of resolving conflict.

3. Staff members must develop skills in democratic functioning in order to obtain the ideal of a democratic-participative camp community.

What This Research Tells the Director:

One cannot assume that staff members are ready to facilitate the development of a democratic community. One must implement specific strategies within pre-camp and in-service education to facilitate the formation of baseline skills necessary for a democratic community to evolve. These skills areas include decision-making, communication, risk-taking, goal setting, and expectations.

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"SELF-CONCEPT CHANGE IN CAMP STAFF"

The purpose of this study was to examine the self-concept change which may occur in young adults as a result of their employment in an organized camp during the summer. Other research has been conducted to view the kinds of personality and self-concept change which occurs in campers, but this study was used to determine what changes, if any, occurred in counselors and other camp staff members.

Methodology

During the summer of 1981, two camps in Wisconsin and a summer school class at the University of Wisconsin were invited to participate in this pre-test post-test control group experiment. A total of 84 individuals participated in both the pre and the post tests. The tests consisted of some demographic questions and open-ended questions about the summer and the 56 item "Self-Description Adjective List" developed by Veblen and Parker.

The camp staff members participating were selected on the basis of the willingness of the camp administrator to cooperate with the researchers. The camps selected were not random representatives of the state but were examples of two camps with different program focuses. The camps used were Camp Blackhawk of the Blackhawk Council of Girl Scouts of Madison, Wisconsin and Camp Wawbeek/Pioneer of the Easter Seals Society of Wisconsin. The control group consisted of the class members of a beginning German class which met during the 8-week summer session at the University of Wisconsin.

All participants were tested during the first week of pre-camp training or during the first week of the University summer session. The post-test was administered during the last three days of camp or the summer session. The participants were matched and only paired groups were used in the analysis. The treatment in this experiment was considered to be the experience of camp counseling. The control group was the university students.

The results were grouped, coded, and analyzed using the Statistical Package for the Social Sciences. T-tests between the means of the paired groups and analysis of variance between the treatment and the control groups were used.

Results

The self-description scale was divided into seven sub-scales which measured attitude, behavior, efficiency, extroversion/introversion, anxiety, idealogy, attractiveness, and total change. When the camps were compared to the University control grup, there was no statistically significant differences at the .05 level between the counselors and the students. However, there was some differences between the two kinds of camps. Although the results were not significant, it was apparent there was more change occurring in the people who were camp staff members than those who were summer school students.

The staff in camps were also compared using some of the demographic characteristics. There was no difference in age and sex in relation to any self-concept change which occurred at camp. For counselors in their first year of counseling as opposed to those who had been counselors for more than one year, there was some change in self-concept although not significantly more than for the second year counselors. The position one held in camp had some effect on self-concept. The greatest change occurred in individuals who were in specialist type roles in camps.

What the Research Tells the Camp Director

The results of this study were not conclusive for saying that summer camp work definitely affects a staff member's self-concept. However, the study does suggest and give strength to the notion that some changes do occur in individuals who participate in this experience over the summer. Many times the campers become the main focus of the camping program as they certainly must be, but the staff and the kinds of growth experiences they have may also affect very strongly what happens to campers. Camp directors should be aware of this, and must be able to communicate to both potential counselors and to their agencies that growth can also occur with the staff.

More research needs to be conducted related to this whole field of leadership development and how to most effectively work with staff in meeting their needs. This study, as an exploratory study, succeeded in raising more questions than it answered. Certainly many variables must be considered in conducting further analyses of this nature.

Response to Call for Papers

"What Research Tells the Camp Director"

Authors

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Study Title

The Economic Impact of Children's Camps in Massachusetts.

Objectives

1. To calculate the extent to which children's camps in Massachusetts affect the overall economy of the state.
2. To identify the extent to which dollars are generated through in-state or out-of-state camper fees.
3. To identify the spin-off effects of the camper dollar, such as the amounts of money spent on travel, accommodations, etc.
4. To identify the value of camp resources in the state such as property, water resources, facilities, equipment, etc.
5. To discuss the implications of the study in relation to legislative actions which influence the operation of camps.
6. To discuss the extent to which camps participated in the study and difficulties encountered in data collection.

Method

A survey was sent to a random sample of all camp directors in the state. The sample was stratified by camp type; that is, private and public, resident and day. Approximately 20 percent returned usable surveys. Multiplier effects will be utilized to project the economic picture for the state as a whole.

Summary of Results

Data are presently being coded and analyzed. It appears that findings will be similar to those of the Maine study; children's camps, in fact, are responsible for generating great amounts of money in Massachusetts. Specific figures will not be available for another few weeks, but there will be no problem finalizing our paper for presentation in New York.

Implications for the Camp Director

1. Camp directors will be in a position to better understand their importance to the economy of the state.

2. Camp directors will be able to articulate this importance in concrete, economic terms. This is especially important in the political arena when working through the legislative process.

3. Camp directors will be aware of the extent to which their particular camp shares patterns similar to that of other camps. Examples include gaining insights into how other camps handle salaries, staff-camper ratios, maintenance expenses, insurance expenses, camperships, etc.

4. Camp directors will gain a feeling for why this type of study is important to them and how their participation can strengthen the impact of findings.

Audio-Visual Requirements

Opaque overhead projector, microphone, if a large room.

Long Range Planning:
How Marketing Research Can Help

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An Abstract of a Paper to be Considered For Presentation at the
National Convention of the American Camping Association
New York City

March 1-6, 1982

Long range plans, whether for nonprofit or commercial camps, must use historical data as a basis for estimating the future demand for their services. A question of central concern to managers is how well available data reflect the needs of the camp's service population. This is the focus of marketing research: determining what mix of product, price, place and promotion will be appealing to specific segments of a potential clientele. Marketing research techniques can be used to obtain high quality data which can help the manager to make such decisions.

This paper summarizes procedures used by the author and others in developing long range plans for a variety of nonprofit and commercial organizations. Its emphasis is on obtaining accurate data, using it to identify 'high potential' segments of the market and determining the right mix of product, price, place & promotion for those segments. Topics discussed include: market segmentation; product differentiation; marketing mix; and life cycle analysis. The relationship between long range planning and budgeting is also discussed.

A STUDY OF ILLNESS PATTERNS IN A SUMMER RESIDENT CAMP

By

Stephen Schwartz, Ph.D.

The purpose of the study was to get, through direct observation, an accurate record of the illnesses which occurred in one representative resident summer camp. In addition, a computer program system was utilized in order to discover the factors related to illnesses in camps.

Analysis of the medical records established illness patterns in regard to gender, age, time, and other observable components.

The clinical population consisted of the residents of a camp during each of three consecutive summer camp seasons. The residents included approximately 450 campers per season ranging in age from 6½ to 17½, and approximately 110 staff. These individuals resided at the camp for fifty-six consecutive days each year.

The computer analysis showed that, among other things, the most likely individual to report an illness was a seven year old female, reporting to a medical facility on the thirty-first day of the camp session, complaining of an upper respiratory problem.

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THE EFFECTS OF HIGH ADVENTURE ACTIVITIES ON ADOLESCENT SELF-CONCEPT

Alan N. Wright

This research project explored the effect of high adventure activities on adolescent self-concept. Participants of a nine week travel camp (Man and His Land Expeditions: Western Trip I & II, 1978) were measured on a global view of self before and after their summer experience. The participants were also measured on a specific view of self taken from the context of three high adventure activities: a summit ascent of Mt. Rainier, a technical rock climbing experience in the Tetons, and a whitewater rafting trip on the Green River. A global view of self was defined as the general or overall set of self-evaluations held by an individual. A specific view of self is the set of self-evaluations describing an individual in a specific setting or role.

The measurement instruments used were the Tennessee Self Concept Scale (pretest & posttest), the Gough Adjective Check List (pretest, midtests, posttest), a survey to obtain demographic information, a questionnaire to determine the extent of previous experience with the high adventure activity, and staff evaluations of the participants.

The analysis of the data required the use of a variety of statistical techniques. The Analysis of Variance for correlated groups, small correlated t-tests and Pearson Product-Moment Coefficient of Correlation were the primary statistical procedures used. A descriptive item analysis was also conducted on the midtests of the Adjective Check List by compiling the number of times a given adjective was checked for the experience.

Results showed that participants showed significant (.05, .01, .001) positive increases in nine of the ten scales of the TSCS. Twenty-three of the 24 scales of the ACL showed positive movement between the pretest and the posttest. Nine of those 23 scales were significant at at least .05.

The specific views of self showed a positive influence on twelve of the ACL scales. Careful analysis of which twelve scales were influenced positively by the midtests suggested that high adventure activities elicit task-oriented or goal-directed self-evaluations such as self-confidence, taking responsibility, assertiveness, and determination.

The specific views of self were found to show a substantial relationship to the global view of self measured at the posttest. The self-evaluations from the high adventure activities seemed to positively influence the global view of self.

There were no statistically significant relationships between the change in self-concept and the differences in sex, age, family position, birth order, or previous experience in the activity.

The study concluded that the high adventure activities of the travel camp program had a positive effect on the self-concept of the participants. And that the specific views of self influenced the global view of self.

This research suggests to the camp director that programs offering success-oriented participation in high adventure activities can lead to favorable evaluations about the self. Campers doing the adventure activities in this study saw themselves as more confident, determined, assertive and goal-directed than they usually did. Limited support also exists for believing that the impact of specific adventure experiences has an impact on the overall view of self the campers would carry home with them.

tak4/8

_____ Alan Wright, Recreation and Parks Department, Pennsylvania State University, University Park, Pennsylvania 16802.

Effects of Instructional Strategies on the Acquisition of Knowledge and Skill in Outdoor Pursuits

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In recent years, camps, schools, and agencies have given much attention to the value of wilderness type camping experiences for persons of all ages. Despite divergent results, researchers have tended largely to examine the effects of adventure and other primitive camping programs on values, self-concept, and other personal characteristics. Ironically, few have examined the process and effects of the wilderness camping skills instruction on which most other changes are assumed to be partially based. Little is known about the extent to which basic camping knowledge and skill are acquired through alternative approaches to backpacking instruction.

Purpose

This study compared the effects of two approaches to pre-trip and two strategies for during trip instruction on backpacking knowledge (navigation, minimal impact, first aid, equipment, etc.) and skills, (pack loading, stove lighting, and ten pitching). Contents were similar; forms differed. For pre-trip instruction, Keller's personalized system of instruction (PSI) was compared with the more commonly used lecture-demonstration-discussion (LDD) approach. For trip instruction, a partially self-guided programmed trip (PT) was compared with instructor guided group trips (GT).[1] The study sought to determine if any method of pre-trip or trip instruction, alone or in combination, would effect significantly different knowledge or skill outcomes.

Methods

Using a nonequivalent control group design, treatment levels were crossed, yielding four combinations (LDD/GT, PSI/PT, PSI/GT, LDD/PT), and randomly assigned to naturally occurring university backpacking classes. Groups pre-treatment equivalency was demonstrated by comparing measures of attributes, prior experience, motivation, and knowledge.

The content validity of the written knowledge test and observed skills tests was affirmed by experts' consensus. Knowledge test-retest reliability was strong ($r > .91$; $p = .001$). Interobserver agreement and accuracy for each practical test was greater than 90%. All but the criterion-referenced stove lighting scores were analyzed using a factorial analysis of covarience.

Results

On backpacking knowledge, significant main effects were found for PSI pre-trip instruction at the .05 level. PT showed a nonsignificant tendency to raise overall scores and a significantly better effect on subjects' knowledge of minimal impact camping and map and compass navigation. No interaction was found.

On measures of tent pitching, stove lighting, and pack loading skills, most subjects, regardless of treatments, performed above the minimum criteria. On tent pitching, however, GT scored significantly higher than PT. Again, no interaction was found.

Implications for Camp Directors

Although it is ill-advised to generalize these findings beyond the population, instructors, and conditions of the study, several implications can be posed.

1. Significantly different outcomes from different methods of instruction suggest that camp directors need to take seriously the instructional strategies as well as the content of their programs.

2. PSI and PT are viable alternatives to traditional approaches.

3. PT, which reduces the size of traveling groups without adding staff or reducing class size, may be especially advised if the carrying capacity of the instructional setting is threatened.

4. Both PSI and PT rely heavily on written communication and PT, on a modicum of interaction skills as well. Therefore, neither may be appropriate for certain populations.

5. The programmed character of PSI and PT may insure an eveness of content and delivery across different instructors and thus could be useful in situations where staff capabilities vary.

6. Camps often have to train some staff in the very skills staff subsequently are to teach their campers. Assuming generalizability, PSI and PT, featuring self-pacing and more learning, may be excellent staff training tools.

[1] Full description of methods and actual materials will be available at the Convention and in Young, A. B. The Effects of Personalized Pretrip Instruction and Programmed Trip Instruction on Backpacking Knowledge, Skills, and Attitudes. (Doctoral dissertation, The Ohio State University) Ann Arbor, MI: University Microfilms, 1981.

Title: ADVENTURE ORIENTED PROGRAMS IN ORGANIZED CAMP SETTINGS: AN ASSESSMENT AND GUIDE

Authors: Thomas Kettelkamp and James Absher

Outdoor activities have been viewed by many as not only recreation but also an important opportunity to pursue educational goals. In the past decade interest in so-called "high adventure programs" and "environmental living practicums" has accelerated. Yet little systematic work has been done to assess the value of these adventure oriented programs to either the individuals involved or the organized camping program within which they are used. The purpose of this paper is to acquaint the camp director with the literature on the goals of such programs and propose some guidelines to use in, 1) deciding which type of program, if any, is right for a given setting and, 2) evaluating the success or failure of on-going adventure oriented programs.

The paper begins with a review of the literature. But of this comes an understanding of the benefits which are claimed for this type of program and the common instruments which are employed. This includes a brief look at the problems encountered in evaluating the quantitative results produced by these instruments.

The authors conclude that only after these instruments are refined and incorporated into a campwide evaluation program can the issues of accountability and effectiveness be adequately addressed. Furthermore, once this is done, camp directors may then evaluate the experiential education program outcomes or benefits in relation to overall camp goals or objectives. Decisions to expand, modify, or even eliminate such programs are made easier through the use of such evaluation results.

The paper ends with some specific recommendations so that camp directors may better understand how to initiate adventure oriented programs, or how to critically examine such a program with respect to the benefits 1) to the individual participants and 2) the effectiveness and accountability of the overall camp program.

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GUIDELINES FOR INTEGRATING MENTALLY RETARDED PERSONS INTO REGULAR DAY AND RESIDENTIAL CAMPS

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The problem of this study was to develop guidelines for the integration of mentally retarded persons into regular organized day and residential camps. An effort was made to make the guidelines as practical as possible in order to encourage their use by camp administrators. A modified form of the Delphi Method was used to gather knowledge in areas related to that being studied. This procedure involved the use of four sequential questionnaires to obtain a final group consensus on each of 170 sub-areas under the following eleven major areas of concern: (1) Basic goals and objectives of the integrated camp program; (2) Problems associated with integration; (3) Prerequisites for integration--retarded camper; (4) prerequisites for integration--regular camp; (5) Retarded camper selection; (6) Staff training; (7) Grouping and staff/camper ratio; (8) Programs and activities; (9) The mentally retarded as staff; (10) Evaluation; and (11) Other factors to consider in the integrated camp program.

The data from Questionnaire #4 were analyzed, and interpretations were made to construct the guidelines. Jury members, when asked to evaluate and either approve or disapprove the guidelines, responded with five approvals and one disapproval. The development of this set of guidelines was done for fulfillment of the Ed.D. dissertation requirement at the University of Northern Colorado, 1977.

During the summer of 1978, three residential camps in Western Pennsylvania utilized the guidelines to integrate mentally retarded children and youth into their programs, and provided feedback on weaknesses and strengths, with suggestions for change. The guidelines were re-written accordingly.

The results and conclusions might be summarized to describe "What this research Tells the Camp Director." The study and its follow-up indicated that it is very feasible to integrate mentally retarded persons into regular camps, provided the camp administrator is aware of the most important considerations for doing so. These guidelines simplify the integration process by describing the considerations and suggesting specific criteria that should be met.

The presentation will be supplemented with the related literature since completion of the study.

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TITLE: A STUDY OF OUTDOOR EDUCATION PROGRAMS PROVIDED FOR GIFTED ELEMENTARY AND SECOND HIGH SCHOOL STUDENTS BY OUTDOOR EDUCATION CENTERS AND BY BOARDS OF COOPERATIVE EDUCATIONAL SERVICES IN NEW YORK STATE

The primary purpose of this project was to survey the extent and kinds of outdoor education activities and programs provided for gifted school students by outdoor education centers and by Boards of Cooperative Educational Services (BOCES) in New York State. The secondary purposes were (1) to survey cooperative efforts between outdoor education centers and BOCES for providing outdoor education programs for gifted students and (2) to recommend a cooperative outdoor education program between the Tompkins-Seneca-Tioga BOCES and the Cayuga Nature Center for gifted school students.

The two populations under study were the 92 outdoor education centers in New York State and 44 BOCES in New York State. The 92 outdoor education centers were those listed in the Directory: Nature and Environmental Education Centers in New York State, 1977 edition, published by the New York State Department of Environmental Conservation. The 44 BOCES represented the actual number of BOCES in New York State in 1980.

A review of the literature cas conducted (1) to summarize rationales for outdoor education and for gifted education, (2) to review selected outdoor education approaches and gifted education approaches, (3) to summarize current outdoor education programs for the gifted and talented student in the United States and (4) to review philosophies, programs and administrative structures of BOCES in general, of the Tompkins-Seneca-Tioga BOCES and of the Cayuga Nature Center.

The field data needed for this study was gathered by two different direct mail questionnaires. The first questionnaire was sent to the directors of the 92 outdoor education centers and the second questionnaire was sent to the superintendent of each of the 44 BOCES. BOCES superintendents were requested to refer the questionnaire to the coordinator of outdoor education or gifted education if these positions exist. The data requested in these questionnaires was concerned with (1) the extent and kinds of outdoor education activities and programs provided for gifted students in grades 1 through 12, (2) the subject/discipline areas covered plus any interdisciplinary approaches, (3) the sites utilized and (4) any cooperative efforts between outdoor education centers and BOCES.

Basic descriptive statistics were used to treat the data in this study. Frequencies and percentages were tabulated for most of the closed questions while narrative summaries were presented for most of the open-ended questions.

PERSONAL NEEDS OF RESIDENT SUMMER CAMP STAFF

Gordon J. Hay, Jr.

Abstract

Camp staff members have a direct influence on the quality of a camp operation, so it is important that the staff members perform their duties with positive attitudes toward the camp operation. One way of encouraging positive attitudes is through the satisfaction of personal needs of the staff members. It was the intent of this study to identify needs of camp staff members, especially those needs which might be different from non-staff persons of similar ages. Once those needs are identified, camp directors may "program" for the staff members as well as for the campers.

Douglas Jackson's Personality Research Form (PRF), Form E, was used to collect data for analysis. This instrument, which consists of 352 true-false questions distributed among twenty-two variables, was administered to forty-six camp staff members at three different camps during the month of July in 1981. The respondents received scores for each of the following variables: abasement, achievement, affiliation, aggression, autonomy, change, cognitive structure, defendence, dominance, endurance, exhibition, harmavoidance, impulsivity, nurturance, order, play, sentience, social recognition, succorance, understanding, infrequency, and desirability. The mean and standard deviation for each of the variables was determined. The means and standard deviations for the sample group were then compared through the use of a t-test to the normative data provided by Jackson in the PRF Manual. Significant differences between the sample data and the normative data were found for autonomy, achievement, dominance, harmavoidance, nurturance, order, and succorance.

This information can be used by camp directors in seeing that these needs are considered carefully when plans are made for staff training and supervision throughout the summer. On the basis of this type of information, a set of guidelines could be produced which would outline specific activities and opportunities for staff member need satisfaction.

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"Using Qualitative Research to Evaluate
the Summer Experiences of Camp Staff"

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Objectives

Many techniques are available for evaluating the camp program and camp personnel. Each camp will tend to use the methods which are most useful and easy to administer. This study illustrates an example of a methods for staff evaluation which relies on the qualitative feedback which is obtained in comparing the expectations of camp staff and the actual results of their perceptions of the summer camp employment experience.

Methodology

Two camps were selected for this study based upon their type and location. This study was exploratory and illustrative in nature; it was not necessary to select a random sample since the method and not the results are meant to be generalizable. However, the results do offer some insights into how the expectancy theory of motivation might be applied to the camp employment situation and what camp employers might want to consider in recruiting and providing for staff.

Staff members participating in the study spent approximately seven weeks in a camp during the summer of 1981. The staff were given a written questionnaire during the first days of pre-camp and were asked to respond regarding their expectations for camp and how they felt about the decision to work in a camp. Within the last three days of camp, the same staff members were given a post test which asked their impressions of the summer--what was the best, what was the worst, and what one incident stood out most in the staff member's mind.

The responses to these two sets of questions were then grouped and analyzed using the qualitative research paradigm. While many types of research and evaluation tend to determine averages for a particular time, the qualitative approach views a spectrum of responses and looks at the "flavor" of the responses. Conclusions are drawn not from quantitative averages but from the kinds of statements which can be linked and interpreted.

Results

Qualitative research is conducted by viewing a range of written or systematically observed responses and determining the range of these responses from which inferences can be drawn. Although this method is somewhat time consuming the results provide a range of interesting responses. The "write-up" of these results reflects a narrative summary of the kinds of information which is obtained.

In this particular study, the expectations for the summer camping experience were all quite positive. They included such statements as:

"I hope I work with poeple who can help me to learn."
"I just hope that the waterfront staff, in particular, but all staff in general will work together well as a team."

Many of the expectations centered around making friends and developing staff relationships, although the second most common thing was to meet the needs of campers in some way.

The results after the end of the summer reflected the expectations in a number of ways, although in most cases, what people said had been the best thing was something more specific and practical. Examples of the ranges of responses included:

> "...more emotionally and physically draining than I had anticipated."
> "I found that the harder I worked, the more enjoyment the campers were having."

Asking for a particularly important incident which happened at camp also provided insight into the quality of the experiences:

> "During the 4th session my kids and I had several rap sessions. The kids sat arond and discussed alot of topics which interested and concerned them. They were honest and open. I was excited by how open-minded they were and how eager they were."

A researcher or camp director can take the kinds of statements reflected here and draw some conclusions regarding the summer camp experience from the perspective of the counselor.

What the Research Tells the Camp Director

This study highlighted a way in which expectations and motivations can be used in looking at the experiences of camp staff. The results of this study showed that individuals felt their expectations had been met during the summer and therefore, their responses were quite positive regarding what had happened to them. This was illustrated by the kinds of qualitative statements made by the camp counselors. This particular kind of research illustrates something which can be done easily in any camp. The methodology requires some practice and a grasp of the kinds of qualitative questions which one wishes to address. Qualitative research, when conducted in a systematic structure, can be as valuable and useful as any kind of structured statistical study.

The application of this kind of research has many implications for camps in evaluating programs from both campers' and counselors' points of view. In the future, camps will continue to be held accountable for what they do. Thus, any means for evaluation which can show positive results, or any results at all, are important.